

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 69 SCHOOL PERSONNEL - PERFORMANCE
PART 6 PERFORMANCE EVALUATION REQUIREMENTS FOR SCHOOL COUNSELORS

6.69.6.1 ISSUING AGENCY: Public Education Department (PED)
[6.69.6.1 NMAC - N, 07-01-08]

6.69.6.2 SCOPE: Chapter 69, Part 3, governs performance evaluation requirements for school counselors.
[6.69.6.2 NMAC - N, 07-01-08]

6.69.6.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, and 22-10A-19, NMSA 1978.
[6.69.6.3 NMAC - N, 07-01-08]

6.69.6.4 DURATION: Permanent.
[6.69.6.4 NMAC - N, 07-01-08]

6.69.6.5 EFFECTIVE DATE: July 1, 2008, unless a later date is cited at the end of a section.
[6.69.6.5 NMAC - N, 07-01-08]

6.69.6.6 OBJECTIVE: This rule governs the requirements for the performance evaluation system for school counselors, grades pre K-12. This rule identifies the specific evaluation/supervision competencies and indicators for counselors.
[6.69.6.6 NMAC - N, 07-01-08]

6.69.6.7 DEFINITIONS: [Reserved]

6.69.6.8 EVALUATION OF SCHOOL COUNSELOR PERFORMANCE:

A. Beginning July 1, 2008, each school district shall implement a system of counselor performance evaluation which meets the requirements of this rule.

B. Each evaluation/supervision system shall include the following competencies as part of the evaluation criteria.

(1) The counselor will develop and implement a school level guidance program focused on the physical, social, intellectual, emotional, and vocational growth of each student by:

- (a) determining guidance priorities based on local assessed needs;
- (b) formulating measurable objectives from identified needs and priorities;
- (c) formulating specific tasks relating to achieving the objectives;
- (d) coordinating a continuing evaluation of the program;
- (e) coordinating with the appropriate administration to achieve subparagraphs a-d of this

paragraph.

(2) The counselor will coordinate activities in the guidance and counseling program by:

(a) working with other staff members to encourage the inclusion of a student-oriented philosophy in all school activities;

(b) helping to integrate the guidance and counseling program within the total school program;

(c) communicating with parents and community about services available within the guidance and counseling program;

(d) learning about available school and community resources;

(e) establishing and maintaining contact with school and community resources;

(f) working with the administration to utilize community resources related to the guidance program.

(3) The counselor will provide information and facilitate guidance activities for students, staff and parents by:

- (a) assisting others in their understanding of personal and social development;
- (b) serving as a resource to facilitate groups and presentations on pertinent issues;
- (c) providing prevention strategies which address current issues such as chemical dependency, teenage pregnancy, suicide, dropping out, and various forms of abuse;
- (d) conducting activities on educational career themes;

- (e) conducting orientation/training programs for students, parents, and staff;
- (f) interpreting test results to students, parents, and staff.
- (4) The counselor will serve as a consultant to the school and community by:
 - (a) providing mediation for change in behavior and conflict resolution;
 - (b) serving as a liaison for issues pertinent to the learning environment of the school;
 - (c) supporting the staff with assistance in developing positive rapport with students to maximize learning potential;
 - (d) assisting teachers in identifying students who would benefit from counseling and providing feedback on referred students as appropriate;
 - (e) providing information to parents and students to aid in their understanding of educational goals;
 - (f) providing resource materials and expertise dealing with issues affecting students, staff, and family;
 - (g) providing information about appropriate community resources or organizations which provide services to students and their families.
- (5) The counselor will provide individual and group counseling by:
 - (a) providing crisis intervention;
 - (b) using appropriate interventions in situations detrimental to the physical, mental, educational, and emotional well-being of the individual;
 - (c) providing support to individuals by addressing topics such as interpersonal relations, communication, decision-making, problem solving skills, academic programs, and career and life planning;
 - (d) making referrals to school and community resources when necessary.
- (6) The counselor will uphold the standards of the counseling profession by:
 - (a) meeting the state competency standard and the requirements for preparation;
 - (b) participating in the development of policies concerning guidance and counseling;
 - (c) keeping informed about developments and innovations within the profession at the local, state, and national levels;
 - (d) following the legal and ethical standards of the counseling profession;
 - (e) realizing personal and professional limitations.

C. The counselor performance evaluation plan will include the five activities described in Subsection F of 6.69.3.8 NMAC, with appropriate adjustments.
[6.69.6.8 NMAC -Rp. 6.69.3.11 NMAC, 07-01-08]

HISTORY OF 6.69.6 NMAC:

Pre-NMAC History: The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No. 89-6, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed August 17, 1989.

SBE Regulation No. 93-21, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed November 16, 1993.

History of Repealed Material:

6.69.3 NMAC, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists and Counselors, filed 06-01-01- Repealed, 07-01-08.